

GRADE 3 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

3.LD-D.1. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions and building on the ideas of others.

QUESTIONING, LISTENING, AND CONTRIBUTING

3.LD-Q.2. Retell and paraphrase information shared orally by others.

Example: The teacher reads Officer Buckle and Gloria by Peggy Rathmann. Students work in pairs to retell the story; one retells the first half of the story and the second retells the second half.

3.LD-Q.3. Respond to questions with appropriate elaboration and detail (e.g., explain, amplify, expand).

Example: The teacher reads Smoky Night by Eve Bunting aloud and stops periodically to have pairs of student discuss what they would do in a given situation.

3.LD-Q.4. Identify the musical elements of literary language (e.g., rhythm, rhymes, pace, tone, tempo, repeated sounds, or instances of onomatopoeia).

Example: Students read various poems by Jack Prelutsky. In groups, students record the musical elements used in the poems on a check-off sheet, then share the poems and elements used with another group.

ORAL PRESENTATION

3.LD-O.5. Give presentations about experiences or interests that have a recognizable organization using appropriate eye contact, adequate volume, and clear pronunciation.

Example: Students give a presentation of information they have acquired from a class field trip to the Smithsonian or shared experience.

3.LD-O.6. Recite prose and poetry aloud with fluency, rhythm, pace, and appropriate intonation and vocal patterns to emphasize key ideas and areas of importance expressed by the author.

Example: Pairs of students read poems in unison several times as the teacher moves from group to group, showing how clear enunciation and variations in pausing and volume can bring out the poetic techniques and clarify the meaning of their poem. Students present their poems orally to the class. Poems could include choral readings such as "April Rain Song" by Langston Hughes, "Joyful Noises" by Paul Fleischman, "The Llama Who Had No Pajamas" by Mary Ann Hoberman.

3.LD-O.7. Use teacher- and student-generated assessment criteria to prepare and assess presentations.

Example: Prior to making presentations in 3.LD-O.5, students generate a list of criteria (fluency, rhythm, pace, intonation, and vocal patterns) upon which they will be graded. Students work in teams to grade presentations. Students grade themselves using the teacher-generated assessment following their presentation.

Strand: Language Development (continued)

VOCABULARY AND CONCEPT DEVELOPMENT

3.LD-V.8. Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less), and know how they change the meaning of roots.

Example: Students make a list of words with prefixes, such as unwrap and rewrite, then determine how the prefix changes the meaning. Make another list of words with suffixes, such as helpful and sleepless, and determine the effect of the suffix on the base word.

3.LD-V.9. Identify roots of words (e.g., "graph" is a common root in autograph, photograph, biography).

Example: Students choose ten roots, prefixes, and suffixes in order to play the game "Concentration." They make a file card for each one. On another set of file cards, they write the meaning for each root, prefix, and suffix. Then they mix the file cards, place the cards face down. On each turn, they turn over two cards, trying to match the root, prefix, or suffix with its meaning. As students make a match, they keep the two cards. The object of the game is to remember where the root, prefix, or suffix is and to match it with its meaning.

3.LD-V.10. Identify playful uses of language (e.g., tongue twisters, riddles).

Example: The teacher reads riddle and tongue-twister books and discusses the use of language. Students memorize examples from books such as What's a Frank Frank? Tasty Homograph Riddles by Giulio Maestro.

3.LD-V.11. Recognize that some words and phrases have both a literal and nonliteral meaning (e.g., take steps).

Example: Students collect and illustrate words and phrases that have literal and non-literal meanings from The King Who Rained by Fred Gwynne. Some examples include: "He painted the house red." "A fork in the road."

3.LD-V.12. Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.

Example: Students use a list of multiple-meaning words to write several sentences using the different meanings of the words (e.g., hatch, arm, boot, match, light, run).

3.LD-V.13. Determine meanings of words and alternate word choices using intermediate-level dictionaries and thesauri.

Example: Students use the dictionary to determine the meanings and other features of a word; students then look a word up in a thesaurus and record their findings. Students describe the difference between the two sources.

Strand: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)***PHONICS**

3.BR-P.1. Apply knowledge of basic syllabication rules when reading four- and five-syllable written words in decodable text.

Examples: Teacher provides students with a passage that contains several four or five syllable words. Students read the passage to a partner using basic syllabication rules.

3.BR-P.2. Apply knowledge of the following common spelling patterns to read words in decodable text that

- drop the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
- have final consonants that need to be doubled when adding an ending (e.g., hop to hopping);
- require changing the final "y" to "i" (e.g., baby to babies);
- end in -tion, -sion (e.g., election, vision); and
- include common prefixes, suffixes, and roots.

Example: Students create a book of spelling patterns, adding to their books as they continue to read. They make a class list of words with prefixes, suffixes, and roots.

3.BR-P.3. Identify the two words that make up regular and irregular contractions.

Example: Teachers give students two words that make up contractions. Students form the contractions and identify those that are irregular (e.g., I will not = I won't; I would = I'd).

3.BR-P.4. Use knowledge of word order (syntax) and context to confirm decoding.

Example: Teacher gives students cards several sentences and asks them to determine the meaning of the bolded words:

- The **elated** children jumped up and down as Dad brought their new puppy to the car.
- Take time to practice defining words. When you are **reall** good at it, you will be a **capable** reader.

FLUENCY

3.BR-F.5. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.

Example: Teacher calls on students to read aloud during reading instruction or small group lessons. Teacher models techniques through daily read aloud. Techniques include: fluency, appropriate rhythm, pacing, expression, and intonation.

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

EXPOSITORY TEXT

3.IT-E.1. Identify the purpose or main point and supporting details in text.

Example: Students brainstorm a list of animals they know. Then they read About Mammals: A Guide for Children by Cathryn Sill. With their teacher, they list common traits of mammals (the main idea of the book). Using what they have learned from the book, they decide which animals on their original list are mammals. Students then identify supporting details from the book to illustrate why or why not the animal they named is a mammal.

3.IT-E.2. Identify the facts given in a text.

Example: Students read an excerpt from The Octopus by Kris Hirschmann or Hermit Crabs by Sylvia Johnson. Students underline the facts in red.

3.IT-E.3. Distinguish cause from effect.

Example: Students read Why Mosquitoes Buzz in People's Ears by Verna Aardema. As a class, have the students follow the path of cause and effect.

3.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions) to make predictions about content.

Example: Using their textbook, pairs of students identify each of the textual features and its purpose (e.g., table of contents, glossary, captions) to make predictions about content.

3.IT-E.5. Form questions about text and locate facts in response to those questions.

Example: Prior to a lesson in and reading about the life of Thomas Jefferson, students write several questions regarding the subject. Students then record the answers as they locate facts while reading Who Was Thomas Jefferson? by Dennis Brindell Fradin.

DOCUMENT AND PROCEDURAL TEXT

3.IT-DP.6. Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.

Example: Using a map of Washington, D.C., students locate monuments, parks, and museums.

3.IT-DP.7. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

Example: Students use text and illustrations of an origami bird to create the figure.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***UNDERSTANDING TEXT**

3.LT-U.1. Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.

Example: While reading a mystery, such as Encyclopedia Brown: Boy Detective by Donald Sobol, students predict what is going to happen next in the story by the chapter titles. They confirm or revise the predictions based on further reading.

3.LT-U.2. Recognize dialect in conversational voices in stories when they are read aloud.

Example: Teacher reads aloud texts rich in sayings such as Uncle Remus by Julius Lester, Cajun Alphabet by James Rice, Meanwhile, Back at the Ranch by Trinka Hakes Noble, Tom Sawyer by Mark Twain, and Majors and Minors, 1895 by Paul Laurence Dunbar. With assistance from the teacher, students then select various sayings or phrases that illustrate a region or culture. Then they determine the region or culture and the importance the saying has on the piece of literature.

3.LT-U.3. Form questions about a text and locate facts/details to answer those questions.

Example: Students work in pairs to read short books about the presidency of George Washington or Abraham Lincoln and form questions (What good things did Abraham Lincoln do as president? Did George Washington really chop down the cherry tree?). They research their questions together in biographies and other texts, or on the Internet and compile their findings.

3.LT-U.4. Use story details and prior knowledge to understand ideas that are not directly stated in the text.

CONNECTIONS

3.LT-C.5. Compare (and contrast) literary elements (plots, settings, and characters) across stories.

Example: Students read An Irish Cinderella by Jude Daly, The Egyptian Cinderella by Shirley Climo, and Mufaro's Beautiful Daughter by John Steptoe. They compare the stories' literary elements including: plot, settings, and characters.

GENRE

3.LT-G.6. Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.

Example: In pairs, students read various forms of literature (e.g., poetry, prose, fiction, nonfiction, and drama). Each pair identifies the form of literature and its structural elements and then presents its findings to the class.

THEME

3.LT-T.7. Identify themes as moral lessons in folktales and fables.

Example: Students read Aesop fables (e.g., The Ant and the Grasshopper; The Town Mouse and the Country Mouse) and fables and folktales from several countries (e.g., Chinese fable, The Frog in the Shallow Well), and discuss the lessons the stories demonstrate. Then as a class, they create their own fable around different morals such as "Be satisfied with what you have," "A child's conduct often reflects on the ways of adults," and "Advice from friends is like the weather: some of it is good and some of it is bad."

Strand: Literary Text (continued)

FICTION

3.LT-F.8. Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.

Example: Students read a piece of fiction. Individually, students create a mini book illustrating the problem, solution, characters, and setting. Suggested books include: The Story of Ruby Bridges by Robert Coles, My Mamma Had a Dancing Heart by Libba Moore Gray, Sleeping Ugly by Jane Yolen.

3.LT-F.9. Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.

Example: Groups of three to four students read a chapter from a Junie B. Jones book by Barbara Park (e.g., Junie B. Jones and the Stupid, Smelly Bus; Junie B. Jones and Her Big Fat Mouth). Each group creates a piece of a character map, which identifies Junie B.'s personality traits through her thoughts, words, and actions. The class comes back together and chapter-by-chapter creates a collaborative character map.

3.LT-F.10. Identify who is telling the story or speaking in a poem.

Example: Students identify who is speaking in a poem, e.g., "The New Kid on the Block," by Jack Prelutsky.

3.LT-F.11. Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.

Example: Students read a collection of poems by Lewis Carroll, Langston Hughes, David McCord, and Myra Cohn Livingston and discuss their rhyme, rhythm, and sensory images.

DRAMA

3.LT-D.12. Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, listened to, or performed.

Example: Students read When Toad Came Home by David Barrett (based on Kenneth Grahame's characters). They analyze elements of the plot from dialogue of the cast of characters.

STYLE AND LANGUAGE

3.LT-S.13. Identify sensory words.

Example: After reading The Great Yellowstone Fire by Carole G. Vogel and Kathryn A. Goldner, students discuss examples of an author's use of vivid verbs that bring an idea to life (e.g., "the flames skipped across the treetops") and use vivid verbs in their own writing.

TRADITIONAL AND NARRATIVE CLASSICAL LITERATURE

3.LT-TN.14. Identify the adventures or exploits of a character type in traditional literature.

Example: Students listen and compare trickster tales across cultures such as Anansi tales from Africa, the Iktomi stories from the Plains Indians, the Br'er Rabbit tales, and pranks of Til Eulenspiegel.

3.LT-TN.15. Identify natural events explained in origin myths.

Example: Students read stories about Prometheus (fire) and Pandora (evils) and identify the phenomena explained in each.

3. LT-TN.16. Describe the events in well-known traditional narratives.

Example: Students read stories about King Arthur and Robin Hood.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)***3.R.1.** Identify and apply steps in conducting and reporting research.

- Define the need for information and formulate open-ended research questions.
- Initiate a plan for searching for information.
- Locate resources.
- Use and communicate the information.

Example: Students plan a mini-encyclopedia on birds. As a group, they generate a set of questions they want to answer, choose individual birds to research, gather information, compose individual illustrated reports, and organize their reports for a class-room encyclopedia.

Strand: Writing *(Continue to address earlier standards as needed and as they apply to more difficult text.)***IMAGINATIVE WRITING****3.W-I.1.** Write stories that have a beginning, middle, and end and contain details of setting and characters.

Example: Students write a story about an imaginary creature. The story includes a beginning, middle, and end. The characters and setting are well developed.

3.W-I.2. Write short poems that contain simple sensory details.

Example: Students read poems and songs, such as "Jellicle Cats," a poem in T.S. Eliot's Old Possum's Book of Practical Cats. Students write their own animal poems and recite their lyrics to the class.

EXPOSITORY WRITING**3.W-E.3.** Write up information on a topic that includes clear focus, ideas in sensible order, and sufficient supporting detail.

Example: Students write brief summaries of information gathered through their research on an assigned topic.

3.W-E.4. Write a friendly letter complete with date, salutation, body, closing, and signature.

Example: Students write a friendly letter to a relative describing a class activity or field trip. The letter uses correct format including: the date, salutation, body, closing, and signature.

REVISION**3.W-R.5.** Improve word choice by using dictionaries and thesauri.

Example: Students select several words from their writing assignments and improve them by using appropriate replacement words from the dictionary or thesaurus.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

3.M.1. Identify techniques used in television (sound effects, music, graphics, close-ups), and use knowledge of these techniques to distinguish between commercials and other information.

3.M.2. Identify formal and informal language used in advertisements read, heard, or seen.

Example: Students examine language used in the book of poems Honey, I Love and Other Love Poems by Eloise Greenfield and determine when the language would be suitable to use on the playground with friends, in the classroom with teachers, and at home with family members. Then students view advertisements, identify whether they use formal or informal language, and discuss possible reasons why.

3.M.3. Create audio recordings of poems and/or stories.

Example: Students make audio recordings of poems.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

3.EL.1. Recognize the subject-predicate relationship in sentences.

Example: Students choose the complete subject and complete predicate in the following sentences:

- *He / read about many different animals.*
- *The nurse in the white uniform / arrived.*
- *Sick in bed, she / had missed two days of school.*

3.EL.2. Identify three basic parts of speech (adjective, noun, verb).

3.EL.3. Identify and use correct punctuation, including end marks; commas for series; and punctuation for dates, city and state, and titles of books.

3.EL.4. Identify and employ correct usage for:

- subject-verb agreement;
- past, present, and future verb tenses; and
- elimination of sentence fragments.

3.EL.5. Write legibly in cursive, leaving spaces between words in a sentence.

3.EL.6. Capitalize geographical names, holidays, historical periods, and special events.

3.EL.7. Demonstrate understanding of and use complete declarative, interrogative, imperative, and exclamatory sentences correctly in writing and speaking.

3.EL.8. Spell

- one-syllable words with blends and orthographic patterns (e.g., qu, consonant doubling, change "y" to "i");
- multisyllabic words using regularly spelled phonogram patterns (e.g., "ear" in "earlier," "learner," and "earthquake");
- words with inflectional endings, including plurals and past tense and words that drop the final "e" when such endings as -ing, -ed, or -able are added; and
- using orthographic patterns and rules such as oil/toy, match/speech, badge/cage.